

KS1 Christianity: Symbols and Artefacts



What are the best symbols of Jesus' death and resurrection at Easter?

Picture by Henry Martin – used by permission

**The *EMMANUEL* Project 2020:
Teaching Christianity effectively in Key Stage 1**



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

Before you start:

RE is statutory for Key Stage 1 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



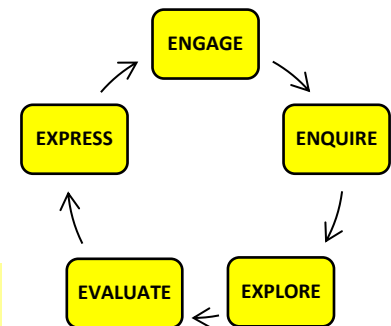
This unit for Key Stage 1 pupils focuses on the Christian concept of 'resurrection'. It is important to read the guide to the concept / belief so that teaching, questioning and assessment reflect this.

It links with common themes in RE syllabuses e.g. in the Suffolk Agreed Syllabus it links with 'Symbols and Artefacts: how symbols and artefacts are used to express religious meaning and why'.

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through an enquiry cycle in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.



Emmanuel – God with Us

INCARNATION is the traditional Christian belief that God came into the world in human flesh in the person of Jesus Christ. The first Christians believed Jesus was not just a good man, healer, teacher or prophet but somehow both fully human and fully God: the Son of God.

Some ideas which make up Christian belief in incarnation are:

God with us – Emmanuel (Matthew 1 v.23; Hebrews 4 v.15-16; John 11 v.27, 19 v.7)

Incarnation is about God's Son becoming 'one of us'. He comes as a tiny vulnerable baby, God in human form. He brings light into a dark world; he does not leave us to flounder on our own. He is 'God with us' as we face death as he has been there before us and opens a way into heaven. His resurrection draws the sting of death, giving us hope of a new life even after our bodies die.

Coming for a purpose – Incarnation is about coming to the rescue, to do a job. God made the world beautiful and created humans as friends. Although often amazing, humans fall short of God's ideals, often by their own fault, making the world a messy place.

Christians believe God is not distant; he is 'God with us' and, they believe, he planned a 'rescue'. He would send God the Son to put things right. People needed 'God with them' (Emmanuel) to help them. He comes to rescue us from our shortcomings (sins) and to restore our relationship with God, to re-unite us with God.

Jesus said he came to give his life as a 'ransom for the lost' (Mark 10 v.45). Despite his own innocence, Jesus identified himself with humanity and Christians say Jesus 'paid the price' for sin through his death on the cross. The cross thus became, and remained, a key symbol of forgiveness and sacrifice.

Resurrection / New Life

The crucifixion and resurrection stories are key to the Christian gospel or 'Good News'. About a third of each of the four gospels is devoted to the last week of Jesus' life on earth; these are the stories of Jesus the Saviour, preparing to die for the sins of the world. Jesus means 'he saves' or 'saving one'.



Resurrection means 'being raised to new life':

- Jesus raised several people to new life during his earthly ministry, notably his friend, Lazarus, and Jairus' daughter.
- Jesus was raised to life on the third day according to the gospels. It is important to know that although Jesus foretold this, his terrified disciples found it very difficult to believe to start with.
- Jesus' death and resurrection offer hope to all that death is not the end; there is a possible future with God in heaven.
- An 'empty' cross is a sign that Jesus died but rose again; he did not leave his followers for good, he came back. His human body died but death could not hold him because he was also God.
- As 'God with us', Jesus changed everything. Christians feel the sorrow of Good Friday but remember Jesus' death with thanks; for them, the cross symbolises forgiveness and a joyful, undeserved new start.
- The promise and hope of Easter is that death, pain and sorrow are not what God intended. Easter is about real joy.
- Resurrection joy is expressed in symbols of new life, eggs, 'empty' crosses, shouts of 'He is risen' and 'Alleluia', Easter lilies, white and gold vestments, and triumphant, joyful songs.



What are the best symbols of Jesus' death and resurrection at Easter?

ENGAGE
with the idea of
souvenirs /
symbols which
help remember

End of year
assessment in RE

This column lists 'I can' statements to help with end of year assessment BUT there are many ways to assess RE.

Please see advice at the end of this unit and consult your RE subject leader about assessing RE in your school.

Teacher's note: Children may not know anything about the Christian stories and traditions surrounding Easter although they may recognise an 'Easter' egg and the hot cross bun, which is why these are used in this session. The unit is designed to give them the background they need.

What souvenirs or reminders do you have?

To begin with, the teacher shares with pupils a souvenir of a special holiday, family or celebration, talking about what it is a reminder of and why they have kept it.

This might be followed up by creating a display later of children's own souvenirs.

What have Tom and Tessa brought in to share with us?

Introduce Tom and Tessa (see Resources) and look inside their bag.

Tom has sent some candles from a birthday party. Light no more than 6 of them and then sing Happy Birthday to Tom. Blow candles out. Enjoy them re-lighting when you blow them out.



Tessa has sent a special flower, one which her great granny liked. Her mum often buys them to remember great-granny.

Look inside their bag again. Bring out an Easter Egg and a hot cross bun – good pictures will suffice. What are they? Lots of people enjoy these but they are really two clues to a Christian festival. See if a child can suggest the **cross** on the bun (Jesus' death) or the name '**Easter**' (Jesus' resurrection). Don't worry if they can't!

At the bottom of the bag, find and read a note from Tom and Tessa:

Hallo everyone! Did you recognise the hot cross bun and the Easter Egg? We both love Easter; our favourite thing is the Easter Egg hunt at church. We think you will enjoy it too so we asked your teacher to set one up for you. It's a bit like a story

*Read the notes on **RESURRECTION** above so you are well-informed about the key **Christian belief** underlying the unit.*

*Introducing a **Christian child**, even if imaginary, is a good context for investigating **Christian life and faith**. See Resources.*

*Tom and Tessa's 'bag' is the source of artefacts and other props to help pupils engage with **Christianity**.*

Re-lighting candles can be bought easily. They tend to 'smoke' so don't use too many. Put out in water and



Ra I can remember something that happens in an Easter story

Re I can talk about something interesting in one of the Easter stories

Rf I can talk about a souvenir or present that reminds me of someone special / important

1a I can remember one of the Easter stories and know who these stories are special to

1f I can talk about an object or symbol that helps me if I am sad or reminds me of something amazing

trail which follows the stories of Jesus that Christians remember at Easter. We hope you enjoy it. At church we get a prize at the end; we hope you do too!

What do the stories tell us about Jesus?

Go outside to start the story trail (**Details for set-up below – to be done beforehand**).

To play: Children search for number 1 and then sit by it till others join them. The story for this number is shared and a simple factual question or two asked about the text. The children then search for number 2 and so on. The searching becomes faster!

The trail continues till the children reach the last egg-shape, which says on one side: 'Not the end' and, on the other, a picture of an unlit candle. See next section for its significance!

How does the candle show an important thing Christians believe at Easter?

Teacher's note: Some children may be upset. Use the candle 'idea' to stress that for Christians the story does not end here. Easter is about resurrection – Jesus conquering death.

Tom and Tessa want you to know that they feel sad when Jesus dies in the story but for Christians, it isn't the end of the story. Jesus once called himself the 'light of the world'. When he was killed on the cross, everyone thought his light had gone but it hadn't! He came back again, a bit like a re-lighting candle – a real surprise.

And that's why Easter is filled with joyful songs, and good things like chocolate eggs!

Reward children with small Easter eggs if appropriate. Go back inside to recover!



To set-up: Cut out egg-shaped card. Add large numbers on one side and a picture and part of the Easter the story on the reverse – see below. Stories from The Lion First Bible (see **Resources**) work well; words need to be large enough to be read by a large group.

Laminate card. If possible, and pin / tape the 'eggs' to canes or cones. Set the eggs far enough apart so children can enjoy a good run / walk to find each part of the story.


take proper safety precautions.

The hunt can be done inside if wet.

If an Easter egg hunt is really not possible, use a DVD / story book or act.

Christians believe Jesus is the 'light of the world'. The Bible says: "The light shines in the darkness and the darkness has never put it out." (Bible: John 1 v.5)

You could cut out

	<ol style="list-style-type: none"> 1. Palm Sunday – Lion First Bible p.422-3 – (Bible: Mark 11 v.1-11) 2. Jesus in the Temple – Lion First Bible p.424-5 - (Bible: Mark 11 v.15-17) 3. The Plot to kill Jesus – Lion First Bible p.426-7 (Bible: Mark 11 v.18) 4. Jesus washes Feet – Lion First Bible p.428-9 (Bible: John 13 v.1-9,34-35) 5. A Meal with Jesus – Lion First Bible p.430-2 (Bible: Luke 22 v.7-23) 6. In the Garden – Lion First Bible p.433 (Bible: Mark 14 v.32-40) 7. Jesus is arrested – Lion First Bible p.434 (Bible: Mark 14 v.43-50) 8. Peter lets Jesus down – Lion First Bible p.435 (Bible: Mark 14 v. 27-31, 66-72) 9. Jesus is tried /crucified – Lion First Bible p.436-440 (Bible: Mark 15 v. 1-15, 21-37) 10. Jesus is buried ...– Lion First Bible p.441 (Bible: Mark 15 v.42-47) 11. Not the end a picture of an unlit candle 	 <p><i>extra egg-shapes and continue the story-trail later on with the stories which happen after the resurrection – see EXPLORE 1.</i></p>				
<p>ENQUIRE into possible 'souvenirs' or symbols from the stories of Jesus' death and resurrection</p> <p><i>2a I can tell one of the Easter stories and say why it might be important to a Christian</i></p>	<p>Teacher's note: <i>This lesson introduces a Time Traveller who has returned from Jerusalem after witnessing some of the Easter events. He has brought souvenirs but has no time to explain them to the class. You need to examine the souvenirs, collecting children's thoughts to uncover prior knowledge, and working on questions about them in preparation for the Traveller's return.</i></p> <p>What symbols or reminders of Easter did Tom and Tessa share with us?</p> <p>Maybe start by playing 'Remember me' or 'When I think about the cross' as you set out the hot cross bun, Easter egg, flower and candles again on some nice bright material.</p> <p>Why did Tom and Tessa bring these in? What are they 'souvenirs' or reminders of?</p> <p>While you are asking about these, the Time Traveller arrives all of a fluster. <i>If the traveller can arrive in an imaginative way e.g. from behind a screen / curtain, even better. See Appendix 1 for the Time Traveller's script.</i></p> <p><i>The Time Traveller could bring the souvenirs out of a series of small boxes or bags – anything to increase the excitement. The info in brackets below is for the teacher.</i></p> <table border="1" data-bbox="566 1238 1771 1366"> <tr> <td>Palm e.g. piece of fir (entry into Jerusalem)</td> <td>Thorn or holly leaf (crown of thorns)</td> </tr> <tr> <td>Sword - playmobil or picture (arresting Jesus)</td> <td>Dice (gambling for clothes)</td> </tr> </table>	Palm e.g. piece of fir (entry into Jerusalem)	Thorn or holly leaf (crown of thorns)	Sword - playmobil or picture (arresting Jesus)	Dice (gambling for clothes)	<p><i>The Time Traveller could be played by the headteacher, a TA or a Year 6!</i></p> <p><i>See Resources for song details.</i></p> <p><i>The grid shows the souvenirs the Time Traveller brings and which story they are linked with. Collect items beforehand and put in small boxes or bags.</i></p> <p><i>This section could be replaced with work on Benjamin's Box</i></p>
Palm e.g. piece of fir (entry into Jerusalem)	Thorn or holly leaf (crown of thorns)					
Sword - playmobil or picture (arresting Jesus)	Dice (gambling for clothes)					

2e I can talk about things in the Easter stories that make me, or others, ask questions

3a I can describe what a Christian might learn from the Easter stories about God, Jesus or themselves

3e I can ask good questions about Jesus' resurrection and share some of my ideas for answers

Tiny piece of towel (<i>Washing disciples' feet</i>)	Bread (<i>Last Supper</i>)
Feather (<i>Cock crowing as Peter denied Jesus</i>)	Silver coin (<i>Judas' betrayal</i>)
Olive (<i>Praying in Garden of Gethsemane</i>)	Nail (<i>Jesus dying</i>)

and Resurrection Eggs. See the end of this section for a few details.

How do these objects / souvenirs connect to the Easter stories we know so far?

Using Tom and Tessa's Easter egg hunt story boards from last lesson, children work in pairs / groups to make links between the objects / souvenirs brought by the Time Traveller and the Easter stories so far.

Report back their ideas of which objects link with which of the stories.



What are the best symbols / reminders of Jesus' death and resurrection at Easter?

This is our key question. Many people celebrate Easter with chocolate eggs but Christians also remember that Easter is about Jesus dying and being raised back to life – remember the candle.

You could use 10 cards with the symbols on and arrange them in a cross shape. There are lots of souvenirs or reminders here of the stories leading up to Jesus' death and resurrection but are any of them better than the others? Which symbol would you put right in the middle of the cross to show it is most important? Try this and give reasons for your choices.

We can have our own ideas but it would be good to ask some other people too. Who could we plan to ask e.g. some Christians? Why would it be sensible to ask a Christian?

What questions shall we ask about Jesus' death and resurrection at Easter? (plenary)

Revisit the egg hunt story boards in pairs. Think about what interests or puzzles them about the stories and what Christians believe about Jesus dying and coming back to life. Write questions on white boards.

Look at the questions together. Select the best to ask the Time Traveller on his / her return.

An alternative: Benjamin's Box – The Story of the Resurrection Eggs (Melody Carlson – Zonderkidz)

When Jesus comes to Jerusalem, Benjamin decides to follow him and find out who he really is. He collects objects in a box as he follows Jesus through the events of Easter week.



The book can be used alone or with 'Resurrection Eggs' (see **Resources**) - 12 plastic eggs, containing tiny objects representing the Easter stories, and, for Christian families, a devotional booklet on the death and resurrection of Jesus.

You could make your own Benjamin's Box and / or fill your own eggs. Instructions abound on the internet as do fillable plastic eggs.



EXPLORE (1)

how stories in the Biblical Narrative relate Jesus' death and resurrection

Rd I can talk about things that happen to make me sad or happy

2c I can say what different items could be used as symbols of the Easter stories and what they stand for

Teacher's notes: *The story of the women finding Jesus' body gone is not the only story the Bible tells of Jesus being alive again and appearing to a whole variety of people. These stories are not as well-known generally and so time to investigate them is important.*

The Time Traveller – visit 2 (played by headteacher or other staff member in disguise). *You might be reviewing the Easter story e.g. with a video, when the Traveller arrives, all of a fluster, as last time. See script in **Appendix 1**.*

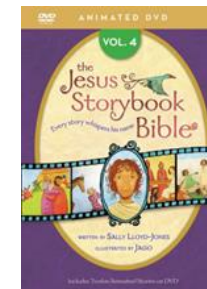
The Time Traveller returns and asks the children how they have done. They report back and ask questions. The Time Traveller tells the Easter story from the women going to the tomb on Sunday morning onwards as far as wished. The Traveller asks the children to find their own souvenirs for these stories.

What souvenirs / artefacts might we have picked up if we were there?

Give children access to story books, video material, pictures etc to help them come up with ideas for things the Traveller could have picked up i.e. possible symbolic artefacts / souvenirs. They should decide why these would be good things to have.

These are some of the stories they could investigate in groups:

❖ Mary visiting the tomb	❖ Jesus appearing to Thomas
❖ Peter and John going to the tomb	❖ The road to Emmaus
❖ Jesus appearing to the disciples	❖ Breakfast on the beach



An artefact is an object of special significance; it may help explain things in the past.

A symbol may be a reminder of something important BUT unlike a SIGN, you need clues to work out its meaning. A souvenir is like a symbol because it reminds us of personal things which an outsider could not work out without help.

Children can draw their ideas or even search the classroom or outside for representative objects to collect as examples. Each group could also create a new 'egg' for a continuation of the egg-trail. See **EXPRESS**.

Teachers may take this opportunity to pose more 'wondering' questions about the importance of different souvenirs, allow children to ask new questions and reflect on the key question.

What will you ask the Time Traveller to collect? (evidence that children know the stories)

- Put two circles on the floor (a smaller one inside a larger one). Children bring their choice of souvenirs to a circle-time discussion. As the Time Traveller rarely stays long, they must be clear what he is to collect and why. Each group may ask the Traveller to collect one thing by placing their idea in the outer ring. Narrow this down to three and place in the centre ready.

Arrange for the Time Traveller to return at some point in the final section and feedback ideas.

Do symbols always have to be objects like our souvenirs?

Draw a smiley face and a 'not smiley' face. Could these be symbols of Easter too? Which of the Easter stories do they remind us of?

If time, groups could tell / mime the stories they focussed on and try to show the emotions clearly with voice, faces and movements. The listeners could pick 'faces' from a set of emotions faces or emojis to represent the stories they are hearing and say why.

Appendix 2 – Time to Remember and Rejoice: a possible additional 'Emotions' session which can help children choose quite different symbols for Easter. It is up to the teacher to decide how to set these experiences up but it is worth spending a whole session on it if at all possible. Or set up individual activities in a reflective area for children to try in their own time.

Unpacking the 'Emotions' session - Think about the different activities. Are any of these good symbols of what Easter is about? e.g. Jesus coming back to life (resurrection) is **a bit like** a smiley face or like listening to rice krispies or like waving banners.

None of these are actually part of the Easter story but each of them could help us understand how Christians feel when they listen to the stories told at Easter time.

RE Today- Opening Up Easter: Activity 6, p.11 - Linking our emotions to how characters felt in the Easter story – could be useful.

EXPLORE

(2)

how symbols of Jesus' death and resurrection are used in Church Practice

Rb I can recognise things a Christian is doing at an Easter service at church

Rc I can recognise that a cross is a Christian symbol and it is connected to Jesus

1b I can use the right words to talk about Christians celebrating Easter: Jesus, cross, communion, joy, shout

Teacher's note: This lesson can be taken to the local Parish church or other church with which the school has a good relationship. Members of the church, parents or governors could help with activities below or add in ideas from 'Messy Church' or possibly use 'Experience Easter'. Do ensure that, whatever combination of activities is used, the focus is on the idea of symbolism.

Why is a cross the most commonly used Christian symbol?

Tom and Tessa have some different 'crosses' to show you: a palm cross, a crucifix – cross with image of Jesus' body on it, a plain or Latin cross – one with no body on it. Show children examples or suitable pictures.



What different parts of the Easter story do these crosses show?

[Palm Sunday- symbol of kingship / Crucifixion (Good or Great Friday) – symbol of sacrifice and forgiveness / Resurrection (Easter Sunday) – symbol of victory, hope and new life]



The cross symbol is a reminder that Jesus died but a Christian would say it shows much – different feelings and ideas, for example: sadness, joy, forgiveness, love. Maybe you could ask a Christian (visitor) about a cross and what it symbolises to them. Church members or your local **Open the Book team** may help if you have one.

The cross also symbolises the whole Christian faith: it means 'Christian'. Where else have you seen crosses? (Church, jewellery, churchyards, etc).

You could go on a 'cross hunt' in the church and look for more examples. Or look at other pictures of crosses and think what they might show.

What do some churches do at Easter as a reminder of Jesus' death and resurrection?

Tom and Tessa will be in church a lot at Easter time. On Easter Saturday they have a special Easter Messy Church. They want to tell you what they will be doing as they get ready for Easter at church. Read their note:



Hello everyone! You know by now that Christians are Jesus' followers. At Easter we think specially of Jesus dying and coming back to life. We believe Jesus is alive now in heaven and we can always talk to him; he is our friend.

'Experience Easter' is a series of 6 Reflective Stations covering aspects of the Easter story and making use of symbol and 'I wonder' questions. See Background info on p.2 and Resources. It is often set up by local churches for schools to visit and is ideal for this lesson.

An alternative might be to start by telling 'The Sad Day' from 'A Book of Reflective Stories' – see Resources. This uses a cross as the focus.

Messy Church is an international movement found in many churches. Parents and

2b I can talk about Christians taking communion together as part of their Easter worship at church

2d I can ask, with respect, what happens when groups my friends or others belong to, celebrate a joyful event

3b I can describe how Christians around the world use the cross as a symbol but in many different forms

At Messy Church we are preparing for the Easter Communion Service. This year we are making an Easter altar frontal with a picture of the empty tomb. An altar is a table; we put bread and wine on it for our Easter communion - two special symbols which are part of the Easter story too. Can you remember a Jesus story with bread and wine in it?

We are also practising a praise dance with ribbons and flags to go with a joyful Easter song. We will do some other crafts as well. Maybe you can help us.

Provide a range of activities for children to do e.g.

Make ribbon streamers while listening to an Easter hymn /song. Work out ribbon twirling / dance moves to express the feelings of the music / words. Try:

- *See what a morning (Stuart Townend)*
- *Jesus Christ is risen today (trad)*
- *Christ is Risen (Matt Maher)*
- *Easter Hallelujah (Kelly Mooney)*
- *Because he lives (Dave's Highway)*
- *Up from the grave He arose (trad)*
- *Resurrection Power – Chris Tomlin*



Make an altar frontal of an Easter story or Easter symbols.

Act one of the Easter stories or practise reading it out loud from the lectern.

Make a cross of natural materials outside(as in **Ngara Crosses** – see **Resources**) Find two suitable pieces of wood / twig. Then find things to decorate your cross to remind Christians of Easter e.g. leaves, flowers, a prickly, a stone – what could they stand for?

Use other craft ideas from Messy Church which highlight different religious symbols of Easter e.g. rising sun, flowers, empty crosses, empty tomb.

What happens in church at Easter as a reminder of Jesus' death and resurrection?

Gather children together – maybe near the altar or by a Paschal / Easter candle if there is one. Read a final note from Tom and Tessa

Mum says the Easter Communion service is the most important service of the year.


children do crafts on a Biblical theme, join in worship and eat together.

Jesus told his disciples to remember him when they broke bread and drank wine; this is done at 'Communion'.

Find Hand-held dance ribbons on the internet. Praise dancing, flags and banner waving are part of worship for some Christians.

Altar frontals, often embroidered material, hang in front of the altar. This one was made by Y1/2, Barnham CEVC Primary, Suffolk.

There are many Messy Church Easter activities / crafts on the internet.

	<p>Everyone tries to come. We light the Easter Candle and sing joyful Easter hymns. We have a special Easter shout! Some people organise beautiful Easter flowers.</p> <p>I wonder which of these things will help us remember the Easter story.</p> <p>On Easter Sunday, our family also put flowers on our Great-grandma's grave in the church yard. We feel a bit sad but Jesus says death is not the end; we will go to live with him when we die. Flowers remind us that Great-granny is alive in heaven.</p> <p>Share what you have been doing and answer Tom and Tessa's question about which activities in church are reminders of Jesus' death and resurrection.</p> <p>If you are able, light the Easter candle. In many churches there is a new one each Easter and baptism candles are often lit from them. Candles often stand for Jesus the Light of the World, overcoming darkness. Connect to Tom and Tessa's birthday candle.</p> <p>You could also try the Easter shout if appropriate. The church leader says loudly: Christ is risen! The congregation shout the reply: He is risen indeed! Alleluia.</p>	<p><i>Churches celebrate Easter differently but there is a common feeling of joy and celebration that 'Christ is risen'. Do draw on church members, parents or children who can help with personal anecdote to support the idea of Easter 'joy'.</i></p>
<p>EXPLORE</p> <p>(3)</p> <p>how symbols of Jesus' death and resurrection are used in Christian Living</p> <p><i>1d I can talk about something surprising or amazing that happened in my family, my class or my</i></p>	<p>Teacher's note: For Christians, Easter is about victory over death, about death not being the final word. It is about new life born out of suffering like spring returning after winter – an image used in CS Lewis' Narnia series. It is about a surprise ending. For Christians, 'Jesus is alive' means a friend who is always there at the end of a prayer, even if not physically by them. They talk of a living 'saviour', who lives to intercede for them and represent them in heaven. And, above all, the news of the Resurrection is good news to be shared; Christians are called to be 'witnesses to the Resurrection' (The Bible: Acts 1 v.21-22).</p> <p>Why are eggs used as symbols at Easter?</p> <p><i>Play some joyful music or some songs from 'Songs for Every Easter' e.g. The Chocolate Song or Spring Chicken, as children come in.</i></p> <p>Find some 'footprints' around the class, which lead to a basket of small Easter eggs OR one large Easter egg OR, at the very least, a few pictures of Easter eggs and some chocolate buttons! There should also be a note from Tom and Tessa to open.</p> <p>Unpack the basket. Lots of people enjoy Easter eggs even if they are not from a Christian family. Christians have used eggs as a symbol of Jesus coming alive again / being resurrected</p>	<p>See Resources for 'Songs for Every Easter'</p>  <p>Card footprints or jelly feet would be okay as 'footprints'</p> <p>Find out about other Christian customs regarding</p>



religion

1e I can ask why a story is told, and what I learn from it, including the story of Easter

2f I can talk about what I, and others, think is important to celebrate and ask why Easter is important

3c I can describe, using religious words correctly, how Christians sing or paint their Easter beliefs

3d I can recognize some things which influence me like Jesus influences Christians e.g. family, friends, faith

3f I can link people who are important to me /others with wanting to spend time with them or remember them

for a long time. Not just chocolate eggs! Some Christians decorate real eggs or dye them red. All sorts of customs! Christians believe that Jesus went from **being dead to being alive again**. An egg is a brilliant symbol of this; it looks ordinary, dead even, but incredibly, a chick hatches out of it – a new life. Other things which look dead and burst into life remind Christians of Easter too e.g. bulbs flowering, buds growing. All are symbols of new life and remind Christians of Easter.

Let's read Tom and Tessa's note:

Hello everyone! Tom and Tessa here. We love Easter eggs and we love celebrating that Jesus is alive again. We believe Jesus is still alive today, even though he is in heaven.

Did you enjoy following our footprints? It must have been a brilliant surprise for Jesus' friends to see him again. They even went for walks with him along the beach. They must have left a lot of footprints ... or maybe sandal prints! Christians believe Jesus was a real person and so he must have left prints too when he was on earth. Real people, like you, make footprints!

We can't see Jesus' footprints any more but it feels like he is right beside us, like a best friend, never leaving us.

We thought you might like an Easter surprise!

Would a footprint be a good symbol of Jesus being alive?

We are going to make 'Jesus is alive' footprints.

Use squeeze paint and deep trays on plastic sheeting. Lay out lining paper in a path. At the far end, place buckets of water and towels. Help children to step in the paint and walk down the paper, creating their own footprints.

Give them plenty of time and have adults to steady them as they walk to avoid slips.

Turn results into an Easter poster / banner maybe using the words of the Easter shout at Tom and Tessa's church. **OR** add the footprints to a picture showing footprints walking away from Jesus' tomb. **OR** make individual footprints into Easter cards.

Encourage children to think about what Jesus' footprints might 'mean' to Tom and Tessa. Talk about possible answers to the question. See if you can ask a Christian what they think about a symbol of a footprint to represent Jesus being alive again.




eggs and Easter from the internet!

Chicks themselves are often used as Easter symbols and some schools have organised to have chicks hatch out alongside this unit. Very powerful.

You may want to continue playing tracks from 'Songs for Every Easter' e.g. 'Celebrate'

There is a well-know poem called 'Footprints' which is popular in Christian circles and may be helpful.

<p>EVALUATE your RE learning about symbols of Jesus' death and resurrection</p>	<p>Teacher's note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the Quick Quiz on p. 17. • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Use discussion to construct an answer together. • Encourage children to self-assess and justify their decisions. • Use the SOLO taxonomy hexagons in groups or individually. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 OR an Assessment framework from your RE subject leader. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. 	<p>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</p> <p>Please remember different schools have different requirements. Check with your RE Subject Leader.</p> <p>Solo Taxonomy hexagons can be printed from the Emmanuel Project Flash drive, along with ideas for use.</p>
<p>EXPRESS your RE learning so it can be shared with others</p>	<p>Teacher's note: You will have done a variety of work during the unit which may already have been shared with others. In 'expressing' be sure to encourage use of key words from the unit.</p> <p>Here are some more ways you might share your learning with others:</p> <ul style="list-style-type: none"> • Make a display of 'souvenirs' the class own and add in some 'souvenirs' learnt about in this unit, labelling each with reasons they are important and what they are a reminder of. • Display Easter symbols: a cross, hot cross bun, Easter egg, flower, Easter song words. Children choose the most important symbol and put a 'token' by it with a label to say why. • Run an Easter story-trail for another class, adding the Resurrection story. Choose and give them a souvenir to remind them of the stories. • Create a sunrise surprise painting, choosing joyful resurrection colours. Add a hill / crosses/ Jesus –in silhouette. Write simple 'senses' poems to accompany your artwork. • Make your own Resurrection eggs to help retell the stories of the Christian Easter – which egg do you think is most important? Record your idea. • Make a large cardboard cross (a cube net) and add 6 souvenirs from the Easter stories. Work in groups. Make the shape into a die. Roll it and talk about what you have chosen. 	<p>These activities help gather evidence for the end of year expectations or to judge what has been learnt.</p>  <p>Picture from St Gregory's CEVCP School, Sudbury</p>

Appendix 1: Time Traveller Script

Time Traveller arrives with excitement, all of a fluster. If the traveller can arrive out of a 'stripy tent' or from behind a screen / curtain even better.

I heard you were talking about holiday souvenirs. That's amazing because I've just been away. My travels weren't really a holiday – more of an experiment! I was testing my latest time-travelling invention and somehow went back in time. You'll never guess where I landed! Back in Jerusalem 2000 years ago in the time of Jesus Christ. Wow! Incredible! I've no idea how I got there or back again!

Look here are my souvenirs.

Time Traveller hands over bag or box.

I can't stop – but have a look at the souvenirs from my trip. They aren't very big. I travel light. I'll come back as soon as I can and tell you what I saw. In the meantime have a look! In fact, be detectives!

See what you can work out about my holiday and what it was I saw and heard about.

Time Traveller disappears

Time Traveller arrives in a whirl as before!

Hello again everybody. Gather round, gather round! How did you do with my souvenirs?

Time Traveller is told what the children found out with teacher managing the report back.

Now I am very glad that I can tell you some more. I got to see the rest of the story and, I expect you are glad to know it didn't end there with that poor man Jesus dying. His friends must have been distraught.

Let me tell you what happened next. I didn't have time to collect any souvenirs this time but I was actually there. I overheard some of Jesus' friends talking and they told us what had happened to them. And I have pictures to show you.

Time Traveller continues with the story excitedly from Easter Sunday morning showing children pictures e.g. Mary visiting the tomb, and Peter and John, Thomas, the road to Emmaus.

I brought you lots of souvenirs last time. Now it's your turn. Can you imagine you were there with me and think of some souvenirs I could have brought back to remember the resurrection? Thanks. I need to go now. See you soon.

Appendix 2: Time to remember and to rejoice

Remembering activities - Jesus and his disciples had been friends for 3 years. When Jesus was crucified, the disciples had lots of sad feelings: they were confused and cross, they didn't understand, they missed him and wanted him back. They felt guilty for letting Jesus down. They didn't know what to do next. They remembered the good times they had had together but they often felt like crying. We have sad times too. Christians believe: God is with us when we are so full of sadness.

Around the room are activities to explore thoughtfully and quietly. Your memories are important – sad ones, good ones.

1. **Who do you love and remember who has gone?** Make a model of them out of play-dough. Place on a golden 'I remember' tray. (play-dough, gold-covered tray)
2. **Why do you miss some people more?** Take a stone and drop it carefully into a bucket. Watch the ripples and think about a fun time with someone you love. (bucket of water, small stones)
3. **Say thank you.** Lots of people believe God hears our prayers. Write or draw a thank you prayer for someone you love on a fish shape and put it in the net. (pens, card fish, green netting)
4. **Cheer someone up.** Flowers cheer people up. They can help if we are sad. Paint these flowers. (vase of flowers, paper, paint)
5. **Remember happy times.** Make a crayon pattern with pretty colours. Cover with black crayon. Scrape bits of 'sadness' off to show beautiful memories. (wax crayons, cards (5x5cm, scraper)
6. **God cares.** In the Bible it says God knows every tear we cry. He cares so much he remembers every time we are sad; it is as if he collects all our tears in a bottle. Fill the bottle with water spoon by spoon. (You need bottles, spoons, water in container).

Rejoicing activities - Jesus and his friends had great fun and lots of laughter as they did God's work together and it was horrible when Jesus died on the cross. But then everything changed. It was the biggest surprise. Their friend Jesus was back. Alive! They were full of happiness. Excited. They felt like shouting and singing for joy. They wanted to tell everyone. We have amazing happy times too. Christians believe: God is with us when we are so full of joy.

Around the room are activities to make you smile and feel joyful. Enjoy them all and help others enjoy them too.

1. **Jump for Joy** – Some things are just fun! Jump up and down on the bubble wrap. Enjoy the pops. Be careful! (bubble wrap)
2. **Rainbows** – What makes you happy? Wave scarves and ribbons in different patterns to make a rainbow dance. (scarves, ribbons)
3. **Sunshine!** Some people make our lives full of sunshine! Help paint a huge yellow sun. Use your hands not a brush! (large round paper/ card, yellow paint, aprons)
4. **Snap, crackle and pop!** Food can be fun as well as tasty. Listen to a tablespoon of rice krispies and water. (cereal, bowl, water, spoon)
5. **Make a joyful noise to the Lord!** In the Bible King David loved to praise God with singing and music. Go outside and play the instruments joyfully (percussion)
6. **A light that doesn't go out** - Christians say Jesus is the Light of the World, a light that can't die. Draw a candle in glue on a small piece of black card and dip it in shiny glitter. (small black cards 5cm x 5cm; glue pens and glitter, good table covering!)

Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



Beginning: Discusses concept in own life	Q1 What souvenirs have you got or have you heard about?
Developing: Draws on the lesson material	Q2 How much can you remember about the Easter stories?
Expected: Applies concept / answers key question	Q3 What are the best symbols of Jesus' death and resurrection at Easter?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 Is an Easter egg hunt a good way to remember the Easter story? What do you think?

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. The grid is based on generic end of year expectations (see flash drive) and loosely tied to the Suffolk Agreed Syllabus but adapted to the specifics of this unit. Other syllabuses have different structures for RE assessment, but the grid may still be helpful.

SELECT a year group. **CHOOSE 2 strands** to assess – one from each Attainment Target. Each strand can be covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left-hand column of the lessons for the best lesson to do the assessment. **SET an activity** to help pupils show the 'I can' and adapt the lesson as necessary. **RECORD** how pupils do.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
R	<i>Ra I can remember something that happens in an Easter story</i>	<i>Rb I can recognise things a Christian is doing at an Easter service at church</i>	<i>Rc I can recognise that a cross is a Christian symbol and it is connected to Jesus</i>	<i>Rd I can talk about things that happen to make me sad or happy</i>	<i>Re I can talk about something interesting in one of the Easter stories</i>	<i>Rf I can talk about a souvenir or present that reminds me of someone special / important</i>
Y1	<i>1a I can remember one of the Easter stories and know who these stories are special to</i>	<i>1b I can use the right words to talk about Christians celebrating Easter: Jesus, cross, communion, joy, shout</i>	<i>1c I can suggest why a cross, or crucifix, is an important religious symbol for Christian people</i>	<i>1d I can talk about something surprising or amazing that happened in my family, my class or my religion</i>	<i>1e I can ask why a story is told, and what I learn from it, including the story of Easter</i>	<i>1f I can talk about an object or symbol that helps me if I am sad or reminds me of something amazing</i>
Y2	<i>2a I can tell one of the Easter stories and say why it might be important to a Christian</i>	<i>2b I can talk about Christians taking communion together as part of their Easter worship at church</i>	<i>2c I can say what different items could be used as symbols of the Easter stories and what they stand for</i>	<i>2d I can ask, with respect, what happens when groups my friends or others belong to, celebrate a joyful event</i>	<i>2e I can talk about things in the Easter stories that make me, or others, ask questions</i>	<i>2f I can talk about what I, and others, think is important to celebrate and ask why Easter is important</i>
Y3	<i>3a I can describe what a Christian might learn from the Easter stories about God, Jesus or themselves</i>	<i>3b I can describe how Christians around the world use the cross as a symbol but in many different forms</i>	<i>3c I can describe, using religious words correctly, how Christians sing or paint their Easter beliefs</i>	<i>3d I can recognize some things which influence me like Jesus influences Christians e.g. family, friends, faith</i>	<i>3e I can ask good questions about Jesus' resurrection and share some of my ideas for answers</i>	<i>3f I can link people who are important to me /others with wanting to spend time with them or remember them</i>

Resources for this enquiry:

In this unit, Tom and Tessa are imaginary Christian characters who enable a teacher to present things Christian children learn or do in a way which is easier to handle than talking abstractly about religious people. Tom and Tessa also appear in the EYFS units in the Emmanuel Project. Similar children e.g. Zoe (Jewish) were created for other KS1 RE units.



You can create your own Tom and Tessa by using cartoon characters, persona dolls or photos of children from school library books or schools' programmes on the internet. The children's names are immaterial; feel free to change them, especially if the name already appears on your class register! Sometimes scenarios are created around their lives to start a discussion. Sometimes they help by bringing in a bag containing Christian artefacts or books! Here are suggestions for this unit:

- A Christian children's story Bible
- CD / downloads of Christian children's Easter songs
- Trick or relighting candles (shop / internet)
- Some Easter cards
- Resurrection Eggs / Easter Story cube
- Easter DVD / Easter story books



Some recommended story resources:

- The Big Bible Story book (Scripture Union)
- The Lion First Bible (Lion Hudson)
- The Jesus Storybook Bible by Sally Lloyd Jones
- The Beginner's Bible (Zondervan)
- The Easter Story Cube (www.familylife.com)
- Stop Look and Listen: Animated Bible Stories –The First Easter - https://www.youtube.com/watch?v=S_hZ3SIIm8xw
- The Jesus Storybook Bible DVD 4 (www.eden.co.uk/shop/jesus-storybook-bible-animated-dvd-vol-4-4070083.html) – 11 stories including *The Servant King (Last Supper)* / *A dark night in the garden (Gethsemane)* / *The sun stops shining (Crucifixion)* / *God's wonderful surprise (Resurrection)*
- Beginner's Bible: The Story of Easter DVD (30 mins) – Zondervan

Two resources from The Discovery Centre, Bury St Edmunds / admin.dc@stedscathedral.org

- A Book of Reflective Stories' complete with CD of scripts, actions, patterns, etc includes 'The Sad Day'
- Music for Stories CD by Ruth Shepherd, – including 'The Sad Day'



Songs and Music

From: www.outoftheark.co.uk/ - plenty of possible songs to learn / hear:

- **Songs for Every Easter** - *Sing a song, sing a joyful song; When I think about the Cross; Easter jubilation*
- **Sunday's-Cool – Hosanna** - *Sing a song, sing a joyful song; When I think about the Cross; Before you made*
- **Sing Easter!** - *Three Days That Changed the World, Jesus Is Alive!*

From www.redheadmusic.co.uk – home of several Easter musicals e.g. **Here comes Jesus!** - five easy to learn KS1 songs – samples on the website. Simple play with parts for 25 voices.

From www.friendsandheroes.com/uk/ - the song 'Remember Me'

From: <https://itunes.apple.com/> you can preview / download, for example: *For God so loved the world / God's love is big / Good news, Jesus was born / Jesus superhero / Hosanna Blessed is the King*



Other resources:

Open the Book teams from local churches tell simple stories from The Lion Storyteller Bible in Collective Worship (<http://www.openthebook.net/home>). Many teams exist locally acting the stories and involving the children. They are usually happy to stay on briefly to answer questions, maybe about Easter or what a cross means to them.

Experience Easter – 6 interactive reflection / prayer stations exploring Easter's significance for Christians with symbols and artefacts. <http://gloucester.anglican.org/parish-life/jumping-fish/>

Easter Pause Day – material for R to KS2, offering space for reflection / prayer as well as high-level RE thinking on either Easter 'witnesses' or Easter Journeys. <http://www.cofeguildford.org.uk/school-life/easter-pause-day/>

Ngara Crosses – Art and RE activity pack exploring the symbol of the cross with children's examples from England and Tanzania, inspired by Andy Goldsworthy. From www.cofesuffolk.org



These units were revised by Helen Peats (St Margaret's CEVAP, Ipswich), Emily Bacon (Bures CEVCP) and Helen Matter (Diocesan Schools' Adviser) at the St Nicholas Centre in 2018-9, assisted by KS1 teachers. Thank you for your hard work!